

DEVELOPING ARGUMENTATIVE ESSAY TEXTBOOK BASED ON TOULMIN'S MODEL ARGUMENTATION (TMA)

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Abstract: *The purpose of the research is to develop a practical argumentative essay textbook based on Toulmin's Model Argumentation (TMA) to foster university students' critical thinking skill (CTS). The research steps are students' characteristics analysis, teaching materials development, expert validation, try out the product, revisions, and final product. The developed product is argumentative essay textbook based on critical thinking aspects adopting the TMA through writing argumentative essay. The product was designed by adopting the six critical thinking aspects developed by Stephen Toulmin: Claim, Data, Warrant, Backing, Rebuttal (opposition and response to opposition), and Qualifiers. In the product's completion, the teaching material was categorized as very valid. The product's attractiveness showed that the teaching material was considered as interesting. Based on the product's effectiveness component, it can be concluded that the teaching material was effectively used. Based on the product implementation, the researcher had to revise and improve several components of the product, covering: the content, the presentation on the example of argumentative essays, the language, and the steps of the teaching materials. The overall result of the try out showed that the textbook effectively fostered students' CTS.*

Keywords: *Argumentative Essay, Toulmin's Model Argumentation (TMA), Critical Thinking Skill (CTS)*

INTRODUCTION

Based on the Indonesian education law number 14 in 2005 for teacher and lecturer at chapter IV verse 20 point (a) in which teacher and lecturer in the education tasks are obligate to set the teaching plan, conduct a qualified teaching and learning activities, and to assess as well as to evaluate the result of teaching and learning process (Depag, 2007). This is very important in

order to build a conducive and entertaining teaching and learning atmosphere. In order to achieve such kind of atmosphere, a lecturer might implement different models and teaching and learning activities from others (Mulyasa, 2008). Thus, a lecturer should be creative and skillful in implementing a proper approach, strategy, method, and technique during the teaching and learning process so that the learners' cognitive skills

improve. Due to the importance of cognitive skill, every learner should be well-trained to achieve it during the teaching learning process by the lecturer. If the learners are able to show their cognitive skill in the teaching learning process, then the purpose of education is accomplished and vice versa.

The purpose to achieve the goal of education which is to improve learners' cognitive skill, however, it does not merely run as what is expected. Several findings indicated that the Indonesian students' cognitive skills are still low (Hasan et al., 2013; Kusuma et al., 2017). Moreover, Indonesian university students' cognitive aspects (knowing, applying, reasoning) are categorized low as well (Kusuma et al., 2017). In addition, knowing, applying, and reasoning aspects are the parts of high order thinking skill (HOTS). Besides that, the need to develop HOTS has been taken seriously as the result indicated that students' achievements decreased in cognitive aspects, especially the reasoning aspect (Effendi, 2011). The decrease was due to the students have to be able to make observation, asking several questions related to the topic, stating their point of view towards it, giving support through several logical reason, and stating the conclusion on what they have got (idea, today's lesson, topic discussion). Additionally, transferring knowledge in higher education considers several implications, such as: learning of principles and concepts, transfer of cognitive skills, and acquisition of cognitive skills (Billing, 2007).

Several researches proved that promoting HOTS enhance students' cognitive skills, as well as critical thinking skills (CTS) (Miri et al. 2007; Pei et al., 2017). As Facione (2000) asserted that the cognitive skills of analysis, interpretation, inference, explanation, evaluation,

monitoring and correcting one's own reasoning are the heart of critical thinking. First, a research conducted by Miri et al. (2007) showed that the experimental group performed a statistically improvement on CTS such as: truth-seeking, open-mindedness, self-confidence, and maturity. Second, a research done by Halpern (1998) asserted that critical thinking defined as the deliberate use of skills and strategies that increase the probability of a desire outcome. The third research was done by Kuhn (1999) testified that critical thinking is worthy as a vehicle that promotes sound assertions and improves students' understanding. Indeed, it is clearly explained that critical thinking skills foster the ability to think, which is regarded as the cognitive skills.

Cognitive skills are made up from both intellectual and practical skills including critical and creative thinking, inquiry and analysis, written and spoken communications as foundations of the essential learning outcomes which students should achieve across their college experience. For that reason, the objective of undergraduate education is to improve students who are able to involve in critical thinking and clear writing (Bouanani, 2015). Moreover, Indonesian university students are ought to have the academic writing ability, as at the end of the study they have to write a thesis. In order to be able to write academically, university students have to possess cognitive skills as reflected in their ability to think critically (Suhartoyo, 2017).

Among other types of writing, argumentative essay is considered as the type of writing which best reflect the English foreign learner's critical thinking (Davies, 2006). In University of Islam Malang, especially in English department, argumentative essay is included in the Writing III course. Practically, the lecturer

uses “*Writing Academic English: Fourth Edition*” book written by Alice Oshima and Ann Hogue. The students are to compose a good argumentative essay consisting: *outlining, introduction and thesis statement, development, and conclusion*. First, outlining helps the students to compose their initiate ideas before they start writing the first draft, and it also helps the lecturer to overview students’ pre-composition. Second, introduction and thesis statement are the core of the essay, in which the students state their position towards the topic. Third, the students are demanded to think critically by giving *refutation* (proving the writer’s argument is stronger than the opponent’s opinion) in the development paragraphs. The last is concluding paragraph where the writer restating the thesis statement or summarizing the refutation points. Later, the lecturer demands the students to write a good argumentative essay by choosing one of the two patterns, namely: point-by-point and block pattern.

Based on the previous studies on students’ argumentative essays, the results revealed that either the Think Write Pair Share (TWPS) and “claim and support” strategies were ineffective to be inserted in the Toulmin’s model of argumentation (TMA) to improve students’ critical thinking skill (CTS). Those mean that both strategies had not been effective to improve students’ CTS as reflected in their argumentative essays. To be more specific, the first research revealed that students tended to be dependent as they experienced work in pairs during the treatment. Thus, they were lack of the capability to work by themselves during the post test, consequently they showed not better result than their pretest (Suhartoyo, 2015). The second research’s result was not different with the first one. The “claim and support” strategy was unable to increase

students’ CTS (Suhartoyo, 2018). Moreover, based on the low-level students’ experience seen on their argumentative essays, it revealed that they were unable to show their critical thinking competencies: composing refutation; developing paragraph; and drawing conclusion (Suhartoyo, 2017).

From the above-mentioned researches focusing on argumentative essay, there are three major problems found: lecturer, students, and learning source. The first problem came from the lecturer. From the result, it revealed that the lecturer’s strategies were ineffective to improve students’ critical thinking. The applied strategies were not appropriate to accommodate the students’ learning style. In addition, the lecturer had a limited amount of time to give feedback on students’ argumentative essay. The second problem was from the students’ condition during the course. The students were situated to develop their essay in pairs during the course, while this habitual activity was dissimilar on the post test where the students were ought to do it individually. The students seemed to be more critically think in pairs. The last problem was from the learning source (textbook). The students had never been accustomed to compose argumentative essay by using Toulmin’s model of argumentation (Galea et al., 2008). Warbuton (2007), moreover, concluded that argumentative essay skills are built through several efforts and good habits as well as pattern of behavior or automatic skill.

Based on the problems described, the development of argumentative essay textbook is verily needed to help lecturer implementing an effective learning through TMA technique due to several reasons. First, TMA was proven to explore the students’ argumentative essay quality and critical thinking skills (Galea et al., 2008). Second,

several researches adopting the TMA to increase students' CTS are very limited, especially in Asia. Third, the TMA lead the students to increase their unity skill in composing academic paper, especially in argumentative essay (Schroeder in Galea et al, 2008). The last, the TMA helps students since students' constructed argumentations in the development paragraphs increased (Karbach in Galea et al, 2008).

The TMA, which was originally developed by Stephen Toulmin in 1958, follows six aspects: *Claim, Data, Warrant, Rebuttal, Backing, and Qualifiers*. The first aspect is Claim. Claim is the main point in argumentative essay, since claim shows the stance of the writer. Another important point in TMA is ground where the writer can provide the data or evidences to support claim. The support of a claim can come in the form of facts and statistics, expert opinions, examples, explanations, and logical reasoning. In relation with the evidences, there should be also warrants in TMA. Warrants are generally accepted beliefs and values, which are important due to some reasons. First, warrants are the common ground of author and audience. Second, warrants provide the underlying reasons linking the claim and support. The next three additional aspects are qualifier, rebuttal, and backing. Qualifier is used to avoid the overgeneralization of the argument. In order to provide the proper support for the argumentation, a writer should consider the opposed argument stated by the other writer, which is called rebuttal. Backing is usually used to support the warrant by giving evidences to make it more believable.

The textbook development focuses on the explanation of argumentative essay-based adopting the pattern organization developed by Oshima and Hogue (2006). The organization of the argumentative essay

includes the two patterns: block and point-by-point pattern, the introductory paragraph, body paragraph, and concluding paragraph. In addition, the argumentative essay content adopted the TMA which is integrated in the body paragraph. Then, various examples of students' essays are displayed to identify some common mistakes made by students in writing classroom.

METHOD

This research aims at developing a practical argumentative essay textbook based on Toulmin's Model Argumentation (TMA) to foster university students' critical thinking skill (CTS). Thus, educational research and development (R&D) is appropriate for this research. This research follows the procedural model of research and development developed by Borg and Gall. Borg and Gall (1983) asserted that R&D aims at developing product following several procedures. The procedures of the research are: (1) analyzing the needs of the research, (2) planning, (3) developing product, (4) validating the product, (5) revising the product, (6) trying out the product, (6) finishing the product. However, those six procedures were all not carried out, but several were used based on the need of the research.

There were four procedural steps carried out during the research. Several applied procedures were: (1) analyzing the needs of the research, (2) developing product, (3) trying out the product, and (4) finishing the product. *First*, analyzing the needs of the research was done through studying several literatures covering argumentative essay, critical thinking, and the correlation between argumentative essay and critical thinking; analyzing the materials used on the field (Writing 3 course, especially in argumentative essay topic;

interviewing the lecturers, and delivering questionnaires to the students who were taking Writing 3 course. Those first steps were carried out in order to get authentic data related to the need of the research. *Second*, developing product step was carried out in order to develop product based on the needs. *Third*, trying out the product was carried out through expert validation, practical test, and field test in order to know the product validity, the product attractiveness, and the product effectiveness. The expert validation conducted to two lecturers who have been lecturing Writing course, especially argumentative essay topic and to the visual communication design expert. While the practical test was conducted at the 2 classes (class D and class E) taking Writing 3 course. The field test was conducted by applying the quasi-experimental research design. This design was carried out to know the difference between the class applying the developed argumentative essay textbook and the class applying other material. *Fourth*, finishing the product was performed based on the suggestive revisions and recommendations from the validators towards the tried-out product. This step resulted the final product.

The research instrument was classified into pre-developed instrument and post-developed instrument. The pre-developed instrument is the all instruments used to collect the initial information to develop argumentative essay textbook. The pre-developed instrument consisted matrix analysis, interview guidelines, questionnaires, and literature reviews guideline. However, the post-developed instrument revealed validity of the product, lecturers' notes or comments. This instrument consisted matrix analysis of the developed product, product effectiveness notes, product' attractiveness notes,

validation sheet, observation notes, and test.

From the above-mentioned instruments, the research obtained the numeric and verbal data. The numeric data covered product assessment scores and control and experiment groups' scores. While the verbal data covered interview transcript, product analysis result, questionnaire result, observation notes, and lecturers' comments. Since the obtained data were numeric and verbal, so the data were quantitatively and qualitatively analyzed. The quantitative data were taken from experimental class' mean scores obtained from the try out and *SPSS 20* for Windows software to analyze the pretest and the posttest scores. However, the verbal data were analyzed by using qualitative analysis covering: (1) collecting written verbal data obtained from the interview, questionnaires, observation, and lecturers' comments and notes, (2) outlining spoken verbal data, (3) collecting, selecting, and classifying both written and spoken verbal data into several criteria, and (4) analyzing and synthesizing the data as the basis to conduct the follow up action towards the developed product.

PRODUCT DEVELOPMENT

The Argumentative Essay Textbook' Condition in University

Through a thoroughly documentation review, interview, and questionnaire, the argumentative textbook used in University of Islam Malang contains material discussion including: the definition of argumentative essay, the two organizations of argumentative essay, examples of argumentative essay, related comprehension exercises, outline completion task, partial discussion on argumentative essay organization through exercises, material review, and writing practices through defined topic source. However, the developed essay

has no evidences of critical thinking skills. Indeed, the critical thinking skills are the essential parts in an argumentative essay (Connor, 1996). The critical thinking skills which best reflect in argumentative essays cover several aspects, namely: *Claim, Data, Warrant, Rebuttal, Backing, and Qualifiers*. Those aspects are the main components making up the highly qualified argumentative essay. Those aspects apparently been out of the discussion. These phenomena, the argumentative textbook used in the Writing 3 course seems to be lack of critical thinking skills, as well as theoretical frameworks. In addition, the argumentative essay content was not solely discussed and elaborated comprehensively. The argumentative essay chapter is discussed amongst fourteen chapters in the textbook. The last missing important aspect is the student's reflection table where the student could easily figure out their improvement, and the lecturer can easily optimally manage the teaching and learning activity.

Students' Characteristic Analysis

The students' characteristics analysis was conducted based on the guided students interview result. In detail the students' characteristics are as follows: first, their responses towards the argumentative essay were categorized as complex course. The following reasons were due to the students' inability to present a claim in the thesis statement based on the data. This was much harder when they had never experienced in creating *warrant, rebuttal, backing, and qualifiers* in composing argumentative essay. Thus, students felt redundancy during the course, and they seemed demotivated. The other contributing factor was the students' critical thinking skill was categorized low. The students regularly find difficulty at presenting refutation to counter the

opponent's arguments.

Observation Notes

Based on the observation analysis, there were several considerations why the argumentative essay textbook based on the TMA was needed. The teaching and learning process in the Writing 3 course, especially in argumentative essay chapter, was dominantly depended on the lecturer. Due to the lack of guided series instruction, the students were like in robotic-motion scenario where they were totally instructed during the course. This full controlled activity may reduce the students' creativity and criticality. This is in line with O'Rourke (2005) statement that students' creativity could be cultivated when they are engaged in their imaginative world having a dialogue with their writerly-self. The next point of notes is the students were curiously one to another about the steps they had to do first, second, and others in sequences. Consequently, the students found themselves in confused and that caused lack of motivation. Dealing with the students' CTS, the textbook they used had no argumentative essay aspects to promote critical thinking skills, like *claim, data, warrant, rebuttal, backing, and qualifiers* which were presented and briefly discussed. Thus, a good structured guided writing argumentative textbook based on the TMA was highly in demand.

Product Description

The developed product was the textbook of argumentative essay entitled *Writing Argumentative Essay: The Toulmin Way*. This book was intentionally developed in order to foster university students' CTS which was applied in the Writing 3 course. The textbook follows the organization patterns adopting the pattern organization developed by Oshima and Hogue (2006).

The organization of the argumentative essay includes the two patterns: block and point-by-point pattern, the introductory paragraph, body paragraph, and concluding paragraph. In addition, the textbook content adopted the TMA which is integrated in the body paragraph. The TMA aspects are: *Claim, Data, Warrant, Rebuttal, Backing, and Qualifiers*.

The *Writing Argumentative Essay: The Toulmin Way* is a comprehensive sentence structure textbook for third semester university students who are majoring Writing 3 course. The book teaches how to write argumentative essay following TMA in a directive way, using part-to-part approach. The approach follows bottom up strategy, in which the students learn from the simple part to the complex one.

The *Writing Argumentative Essay: The Toulmin Way* consists of five chapters. The first chapter of the book reviews the related researches focusing in argumentative essay and critical thinking. The second chapter comprehensively discusses the paraphrasing and its effective ways of paraphrasing followed by its examples and practices. The chapter part is Toulmin's model of argumentation discussion covering the six aspects of TMA, and examples how to develop those six aspects respectively. The fourth chapter is the pattern organization of the argumentative essay, the generic structure of the argumentative essay, as well as the explanation and examples of sentence structures used in argumentative essay. The fifth chapter is the exercises and the exemplary argumentative essays. Most chapters equipped with the exercises (writing assignments), and each chapter ends with a brief review. At the end, appendices are the lists of several important supporting aspects in argumentative essay, such as: the writing process, capitalization and punctuation rules,

connecting words chart, transitional signals, and scoring rubrics.

Result of Expert Validation

After developing the argumentative textbook based on TMA, entitled *Writing Argumentative Essay: The Toulmin Way*, the next step was the expert validation. This step was taken in order to see whether the product was highly recommended to use, the product readiness, and the product development were in accordance with the criteria in the validation sheet.

Based on the validation sheet, the language aspect of the textbook was fairly appropriate and understandable enough for the students, and there were few revisions on the vocabulary aspect. Then content organization, in this aspect, expert suggested that the instructional material should be written in clear and accurate language before the column of teaching scenario. For content aspect, the expert stated that the researcher should insert brief description about the argumentative essay based on the TMA and its strength to promote CTS. The most important in this aspect was how the six aspects of TMA were elaborated in a good argumentative essay in sequences. The validator also did suggest to add several related illustrations on certain topic so that the students' motivation increased.

There was also lack of critical thinking theory in academic writing, especially argumentative essay. Thus, the researcher added several terminologies on academic writing, argumentative essay, HOTS, CTS, and TMA. And finally, the validator suggested to add several appendices including: scoring guide for TMA, Punctuation Rules, Chart of Connecting Words and Transition Signals, Self-Editing Worksheet for Argumentative Essay based on TMA, Peer-Editing

Worksheet for Argumentative Essay based on TMA.

Lecturer's Notes

Before conducting tryout, to figure out the readiness and the effectiveness of the argumentative essay textbook based on TMA, the researcher intentionally asked for suggestions the Writing 3 course lecturers. Based on the lecturers' notes there were several aspects to be revised. The first aspect was the content one. The exemplary essays linguistics were too hard for the students, thus the researcher revised based on the suggestions given by the lecturers. This revision was worthy to do since the students' vocabulary mastery was categorized to be low. The next part was the students' reflection table was in demand. This part was basically a self-monitor tool for the students which could be advantageous for the lecturer as well. By doing so, both the lecturer and the students could know the materials to be reviewed or improved. The next aspect was the scoring guide for TMA. The lecturers have experienced the different scoring guide with the TMA scoring guide. Thus, to get the validity in TMA, the scoring guide of TMA was highly important to be inserted.

Tryout Product

The tryout data consist of: (1) product finalization data, (2) product attractiveness data, (3) product effectiveness data. The product finalization data related to the validity of the product. product attractiveness data correlated to the attractiveness of the textbook. The product effectiveness data related to the comparison scores gained from the students' posttest from both experimental and control group.

The first is product finalization data, and there are five aspects of all. The tryout scores gained from the experimental class

(class E). In detail, the students' CTS mean scores as reflected on their argumentative essay based on Toulmin's model of argumentation (TMA) which was 4.5 or 90%. The second aspect was the content, and it was 4.5 in which it was similar to 90%. The third aspect was the adequate exercises for the students. It reached 4.62 in which it also similarly as 92.5%. The fourth aspect was the appropriateness of the product for the university curriculum, and it was 4.43 or 88.66%. The fifth aspect was the instructional objectives of the topic, and it reached 4.36 or 87.2%. Overall, the average score of validity was 4.48 or 89.67%, and it could be assumed that the textbook was said to be valid.

In addition, the students' critical thinking as reflected on their argumentative essay based on TMA showed several positive significances. The first significance was on the students' ability to find logical argument to support their claim. On the content aspect, its content was more than interesting since its topics were based on the current issues. While on the exercises for the students where it was quite complete to train cognitive skill of the students leading to CTS. The product appropriateness aspect advantaged the university's curriculum since it employed high order thinking skills, as reflected on the argumentative essay. And the instructional objective of the topic was appropriate to the students' competencies where they were ought to be able to critically write argumentative essay.

Nevertheless, the textbook also had its weaknesses. The first was on the aspect of argumentative essay based on TMA. Here, the argumentative essay based on TMA was lack of examples, since this kind of argumentative essay has never been used before. On the content aspect, the content scarcely presented contextual topics and

factual issues, and the examples, moreover, were too long. While on the exercises for the student aspect, it was found that the exercises made the students felt demotivated, since the exercises were too hard. And the product appropriateness aspect showed a few mutual inputs for the university curriculum, since it was beneficial for the English department only. And finally, several instructional objectives of the topic were too complex and ambiguous for certain students.

The second is the product attractiveness data, and there are three aspects of it. The first is the linguistic aspect where it reached 4.53 or 90.66%. This aspect covers the appropriateness of the language use in the textbook, as well as its communicative transfer of knowledge found inside. The next is illustration or description aspect, in which it was 4.31 or 86.31%. This aspect covers the directions of the tasks and the descriptions of each point discussion. The last is the layout aspect, as it reached

4.36 or 87.27%. The layout components are the appropriateness between the materials and the readers, the layout used characters which was appropriate to be read by the students, as the layout also was interesting since it was colorful. To summarize, the average point of the product attractiveness data was 4.40, and its percentage was 88.08 % as it could be asserted that the textbook was attractive enough.

The third is the product effectiveness data. The data were taken from the statistical computation of the posttest by using *SPSS 20* for Windows. From the independent sample test result, it showed that the F-value = 3.424 and Sig. = .000. Since the value of Sig. was smaller than 0.05 ($.000 < 0.05$), it could be concluded that there was significance difference between control group and experiment group. It means that, the textbook was proven to be effective at increasing students' CTS.

Table 1. The Computation of Posttest

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Posttest	Equal variances assumed	3.424	.071	11.330	42	.000	17.31818	1.52846	20.40274	14.23363
	Equal variances not assumed			11.330	34.958	.000	17.31818	1.52846	20.42125	14.21511

Product Revision

The product revision was undertaken based on the product validity scores and subject's notes. Based on the scores, both strengths and weaknesses of each aspect, the only

aspect which was unnecessary to be revised was the adequate exercises for the students' aspect. However, on the argumentative essay based on TMA aspects, its revision was done by adding several examples of the

argumentative essays based on TMA. Then, the exercises for the student aspect was revised by presenting several related illustrations before the exercises in order to increase students' motivation and modifying the difficult exercises to be less stressful task. While the appropriateness of the product aspect was revised by adding several contents and topics in which related to the Islam *Ahlusunnah Wal Jamaah* way of life. The last is the instructional objective of the topic aspect. This aspect was improved by supplying several clear descriptions of the learning objectives, so that the instructional objectives are clear, and the students' readiness will arise.

Moreover, the content aspect was revised by presenting several steps. The first step was by giving more contextual topics and factual issues. This step was done due to the students tend to be more interested in comprehending the current issues. The next step was by shortening the length of exemplary essays. The students were hardly able to focus to read the lengthy argumentative essay, even just to seek several aspects of TMA inside. The third step was done by giving material review at the end of each chapter as well as the student's reflection table. These parts were done based on several observations, teachers' note, and expert suggestion. The material review helped the students to easily grasp the material. While the student's reflection table will be beneficial for lecturer to reinforce the students towards the confusing materials.

The next revised part is the linguistic aspect. The first step was by revising the inappropriate word selections related to the topic, and checking the mechanics thoroughly. The second step was revising each introductory paragraph, so the students get their background knowledge build up. The other important revision was the

additional related illustrations, for the topics were separately presented. The illustrations are proven to stimulate students' cognitive skill to comprehend the essay and to generate logical and critical arguments. The revision was also conducted in the tense's usage. Since, the argumentative essays might use different tenses, thus the revision was urgently needed.

CONCLUSION AND SUGGESTION

Conclusion

The findings of this research were; (1) the argumentative textbook used in University of Islam Malang contained material discussion including: the definition of argumentative essay, the two organizations of argumentative essay, examples of argumentative essay, related comprehension exercises, outline completion task, partial discussion on argumentative essay organization through exercises, material review, and writing practices through defined topic source. In addition, the argumentative essay content was not solely discussed and elaborated comprehensively. The argumentative essay chapter is discussed amongst fourteen chapters in the textbook. The last missing important aspect is the student's reflection table where the student could easily figure out their improvement, and the lecturer can easily optimally manage the teaching and learning activity. (2) The argumentative essay textbook based on the TMA development followed several considerations: *First*, this book was intentionally developed in order to foster university students' CTS which was applied in the Writing 3 course. The textbook follows the organization patterns adopting the pattern organization developed by Oshima and Hogue. The organization of the argumentative essay includes the two patterns: block and point-by-point pattern,

the introductory paragraph, body paragraph, and concluding paragraph. In addition, the textbook content adopted the TMA which is integrated in the body paragraph. The TMA aspects are: *Claim, Data, Warrant, Rebuttal, Backing*, and *Qualifiers*. Second, the *Writing Argumentative Essay: The Toulmin Way* teaches how to write argumentative essay following TMA in a directive way, using part-to-part approach. The approach follows bottom up strategy, in which the students learn from the simple part to the complex one. (3) The result of validation was categorized to be valid. In details, there are three aspects made the product to be valid. The first was the product finalization data. The average score validity of product finalization was 4.48 or 89.67%, and it could be assumed that the textbook was said to be valid. The second was the product attractiveness data. The average point of the product attractiveness data was 4.40, and its percentage was 88.08 % as it could be asserted that the textbook was attractive enough. The third was the product effectiveness data. From the independent sample test result, it showed that the F-value = 3.424 and Sig. = .000. Since the value of Sig. was smaller than 0.05 ($.000 < 0.05$), it could be concluded that there was significance difference between control group and experiment group. It means that, the textbook was proven to be effective at increasing students' CTS.

Suggestion

The recommendation for this book is that the argumentative essay textbook based on the TMA could be applied by lecturers who are teaching writing containing the argumentative essay material. In addition, to investigate the effectiveness of TMA, it is needed to conduct further research in wider subject.

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